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ABSTRACT

These guidelines for developing race-fair and sex-fair written, spoken, and visual communications were developed in response to the 1984 International Technology Education Association's affirmative action resolution. They are suggested for use in classroom instruction, student activities, curriculum and instructional materials, media development, resource materials, teacher education, and written papers and publications. Separate chapters on sex-fair and race-fair treatment contain sections that offer examples of biased and fair use of language and portrayals of roles, traits, and appearances. A chapter on audiovisuals and graphics emphasizes that a conscious effort must be made to present fair and balanced pictures of both sexes and all races, and ends with a comparison of "fair" and "unfair" illustrations. Checklists are provided to rate materials for sex-fair and race-fair language and roles, traits and appearances; to judge the fairness of audiovisuals and graphics, courseware, and classroom settings; and to determine the race-fair and sex-fair use of biased materials. A glossary and bibliography are appended. (CG)

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Guidelines for Equity Issues

Technology Education

UD 024816

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Statement of Purpose

At the 1984 International Technology Education Association Conference (formerly the American Industrial Arts Association), the Delegate Assembly passed an affirmative action resolution which placed the responsibility for achieving race and sex equity with all the members of the Association. This resolution provides strong support and direction for ITEA members to work toward achieving race and sex equity through technology education (industrial arts). However, the positive effects of the resolution will only be realized through effective implementation.

The purpose of these guidelines is to assist the ITEA committee chairs, committee members, and the membership at large, to carry out the spirit and intent of the resolution. The guidelines are designed to help the user become aware of sex-fair and race-fair language and visuals as well as techniques to portray women and people of all races equitably in their roles. These guidelines also will help the user to recognize biased or stereotyped attitudes toward women and people of all races and to enable the development of fair and equitable treatment of these groups.

At times, a certain amount of redundancy may be evident in the guidelines. This is pointed out because some of the same language and behaviors express bias or stereotyping in a variety of circumstances. At a minimum, these guidelines should promote equitable treatment of all technology education students. At a maximum, they should promote action which will encourage and increase the numbers of women and students of all races in technology education programs and courses.

It is not the intent of these guidelines to be exhaustive in either examples or suggested acceptable practices. Rather, the guidelines list samples of problem areas of bias and stereotyping, and provide suggested ways to eliminate the discriminatory language or behavior. It is hoped that through this awareness, the users will come to recognize the bias and stereotyping directed at certain persons and groups in our culture and be able to correct them in their own language, attitudes, and behaviors.

While it is understood that there is also a need to address the equitable treatment of special needs students, these guidelines do not address that issue. Curriculum design, adaptation of classroom equipment, and fair treatment of special needs students continues to be addressed by the ITEA Special Needs Committee.

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Introduction

The communications of any group transmit both obvious and subtle messages to the public. These messages tell people how the group prefers to relate to them. The choices of language and visuals in both written and spoken communications are powerful tools to either invite people to join the group or to exclude them from participation.

This publication is written to provide technology education (industrial arts) educators with guidelines to be used in the development of written, spoken, and visual communication. The intent of the guidelines is to provide language and visual choices which include, rather than exclude or diminish, all persons who can benefit from technology education experiences. The focus of these guidelines is on the fair and equitable treatment of both males and females of all races.

The development of guidelines to promote fair and equitable treatment of all persons in publications, instructional materials, presentations, correspondence, and all other communications reflects the positive leadership of the International Technology Education Association (ITEA) in the area of equity in education. All professional and supportive staff are urged to follow these guidelines as we move toward excellence in technology education (industrial arts).

Acknowledgements

These guidelines were developed to provide information and assistance to members of the International Technology Education Association in implementing the sex and race equity resolution adopted by the ITEA Delegate Assembly at the 1984 International Conference.

Recognition and appreciation are extended to the members of the Affirmative Action Committee and the people listed below for their guidance, advice, and technical assistance during the development of this project.

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Support for Race and Sex Equity in Technology Education

Federal Legislation

Three laws have been enacted since 1964 which significantly impact education. These laws pertain to the treatment of females, males, and students of all races who attend schools which receive Federal funds. They provide for basic protection of students from discrimination. Technology education (industrial arts) is subject to these laws. Briefly, the titles listed below provide the following rights to students:

Title VI of the Civil Rights Act of 1964 makes it illegal for schools which receive Federal funds to discriminate on the basis of race or national origin in the admission or treatment of students. Under this law, students may not be denied admission to schools or courses or treated differently in course or class assignments, disciplinary measures, counseling practices, extracurricular activities, honors, or awards on the basis of race or national origin.

Title IX of the Education Amendments of 1972 makes it illegal for schools which receive Federal funds to discriminate on the basis of sex in the admission of students to most schools, in the treatment of students in educational programs, and in employment practices. Title IX protects both females and males from being discriminated against on the basis of sex.

The Carl D. Perkins Vocational Education Act of 1984 pertains both to vocational and technology education programs. It provides Federal funds to address sex discrimination, sex bias, and sex-role stereotyping at state and Federal levels. The 1984 Vocational Education Act specifies action and promotes affirmative steps to overcome the results of sex discrimination, sex bias, and sex-role stereotyping.

ITEA Resolution

The following resolution was adopted by the Delegate Assembly at the 1984 annual Conference in Columbus,

Ohio. It stresses and supports ITEA's commitment to achieve equity for males, females, and students of all races in technology education (industrial arts).

Whereas, the AIAA believes that all persons regardless of race, creed, color, sex, or handicap, should be given the opportunity to participate in programs of industrial arts/technology in the schools of all nations, and

Whereas, the AIAA must move to action to accomplish this goal, and

Whereas, accomplishment of this goal must involve a variety of activities in order to benefit the groups involved, be it therefore

Resolved, that each AIAA committee chairperson be charged to select a specific member of the committee who has sensitivity to the problems of women and minorities to respond to equity needs and issues that become apparent in pursuit of that committee's goals, be it further

Resolved, that each member of AIAA committees be charged to encourage participation of women and minorities in activities of the AIAA and in industrial arts/technology education at whatever level is appropriate, be it further

Resolved, that the Executive Board of the AIAA monitor the above charges, be it further

Resolved, that the above affirmative statements be integrated with S-84-6, and be it further,

Resolved, that the Executive Board of the AIAA review the need for the Affirmative Action Committee at the end of two years as a result of the implementation of the above resolution.

*The name of the American Industrial Arts Association (AIAA) was officially changed to International Technology Education Association (ITEA) at the 1985 International Conference. The acronym AIAA in this resolution should be interpreted to mean ITEA.

Standards for Industrial Arts/ Technology Programs

The Standards for Industrial Arts/Technology Programs, published in 1981 and updated in 1984, recognize the growing need for technology education (industrial arts) educators to become aware of strategies to reach out to under-served students. These students include females and students of the less-dominant races.

This publication further develops the guidelines for equity for males and females of all races in technology education which the standards support.

Use of Guidelines

This section of the handbook contains ideas, information, and examples for treating females and males of all races with dignity and respect as human beings. The guidelines can be used as resources for all levels of technology education (industrial arts).

Each sub-section states equitable guidelines for particular areas of concern and describes the problems of bias or stereotype connected with those areas. Suggested uses for the information are:

Classroom Instruction: Elementary, secondary, and post-secondary teachers and professors can incorporate the guideline information into daily speech and writing, including worksheets, tests, and bulletin boards, among other examples.

Student Activities: AIASA and AIACSA Chapter advisors can use the guidelines to develop an awareness in their students of bias and stereotyping in the culture, to help them recognize bias and stereotyping when they appear in the technology (industrial arts) classroom, and to promote fair attitudes and behavior through projects and activities.

Curriculum and Instructional Materials: The guidelines can serve as resources as curriculum and instructional materials being developed. They can also be used to develop an awareness of the biased and stereotypic language and visuals used in dated curricula and instructional materials.

Media Development: Ideas and methods for assuring a balanced and fair presentation of males and females of all races in pictures are provided. Language in scripts, on posters, and other public relations materials can be checked for sex and race fairness.

Resource Material: The guidelines can be used to achieve the intent of the ITEA affirmative action resolution stated in this handbook. They can be used to support committee work, as a topic for special interest sessions at state and national conferences, and at AIASA and AIACSA meetings and conferences.

Teacher Education: The guidelines can be incorporated into undergraduate and graduate course work. They can be used as subject matter for workshops at the university level.

Written Papers and Publications: The guidelines can serve as reference for any written material including newletters, magazine and journal articles, papers, undergraduate and graduate studies, reports, theses, dissertations, and research proposals.

Sex-Fair Treatment of Women and Men

Language

Introduction

Educators know that an individual's positive self-concept is critical to his or her sense of well-being, motivation, and success. A person's self-concept can be seriously affected by language, whether it be spoken or written. Both directly and indirectly, language affects the ways in which people think about themselves and others.

Consistency in Sex-fair Use of Language

Guideline: Sex-fair language must be used consistently throughout the material in order to successfully provide options for both sexes.

Problem: A publication may use sex-fair language initially only to revert back to the use of sex-biased practices within the text of the material.

Some materials may be written completely in sex-fair language, but illustrations will show only one sex. They may also have biased or stereotyped images.

Parallel construction may not be used consistently throughout written materials.

Example

Biased	*Fair*
If he or she is interested in the field of communication, a course in graphic processes would be helpful to him.	If he or she is interested in the field of communication, a course in graphic processes would be helpful to the student.

Consistency in Sex-Fair Use of Language, continued

If a lineworker is having quality control problems, then he or she must reevaluate his process.	If a lineworker is having quality control problems, then she or he must reevaluate the process. (Another option is to use plural rather than singular nouns and pronouns.)

Guideline Application

1. Use sex-fair language throughout written materials in order to successfully portray equitable options for both sexes.
2. Refer to men and women in a consistent manner.

Correspondence

Guideline: Reference to a woman's marital status is not necessary in business correspondence. When the identity of a recipient of a piece of correspondence is not known, omit saluations which are gender specific.

Problem: Many recipients of correspondence bearing salutations like "Dear Sir:" or "Gentlemen:" are in fact female. Also, many professional women prefer that a title indicating their marital status not be used in business correspondence. Continued insensitivity to the changing status and roles of women in education and business can cause unnecessary difficulty in work relationships.

Examples

Biased	*Fair*
Dear Sir	Dear Sir or Madam
Gentlemen	Colleagues, Greetings
Mrs.	Ms.
Dear Sir, Ms., Mrs., etc.	Omit salutation completely.

Guideline Application

1. If a formal title is desired in business correspondence, use "Ms." for women and "Mr." for men. Titles such as "Doctor" or "Professor" are also appropriate if it is known that the person prefers them.
2. If you do not know the gender of the person to whom the correspondence is addressed, do not use a gender specific title.

The Generic "He"

Guideline: Use sex-fair or sex neutral language.

Problem: The use of the word *he* in conventional usage excludes females. Men are similarly excluded when *she* is used. Because people rarely use the generic term in everyday speech, many people visualize the specific when they hear or read the generic word.

Example

Biased	*Fair*
Members of ITEA and wives are invited.	Members of ITEA and their spouses are invited.
An effective teacher is concerned about his students' achievements.	An effective teacher is concerned about student achievement.
The instructor should place particular emphasis on safety in his labs.	Instructors should place particular emphasis on safety in their labs.
Man is swiftly moving himself out of the industrial age.	Men and women (or women and men) are swiftly moving themselves out of the industrial age.

Guideline Application

1. Eliminate unnecessary gender references.
2. Use the plural forms of words when writing.
3. Use she/he, him/her, etc. in place of masculine pronouns.
4. Rewrite or replace passages which inadvertently exclude females.

Identity through Language

Guideline: Portray women as working and interacting equally with men.

Problems: Language structure and choice of words often exclude women or place them in subordinate roles and positions to men. Consistent reference to women from this point of view has resulted in identifying them and their work as trivial and incidental. In many instances, this perpetuates attitudes which cause women to be patronized and treated as possessions of men.

Examples

Biased	*Fair*
Boys, mix the concrete since you are used to heavy work. Girls, keep track of proportions of water, sand, and concrete because you understand recipes.	Do not make assumptions about the skills of girls or boys. Give both boys and girls equal opportunities to experience all learning tasks.
Man and Technology	People and Technology
mankind	humankind

Identity through Language, continued

Mrs. Brent (when used to identify a woman in her career or occupation.)	Carol Brent
the little lady	use person's name if possible.
women's work	Avoid use of this phrase.
chairwoman	chairperson, chair

Guideline Application

1. Women should be referred to as having their own identity in the same way that men are.
2. References to jobs, roles, and personal characteristics should be gender free.
3. Terms or adjectives which patronize or trivialize women and girls should not be used.
4. Gender identifying adjectives and suffixes should not be used.

Occupational Titles

Guideline: Use a neutral term rather than a sex-specific term when referring to an occupation. In order to eliminate sex-bias, job titles were rephrased by the U.S. Department of Labor.*

Problem: The use of gender words to describe a position or an occupation portrays an occupation as best suited to that sex.

Example

Biased	*Fair*
workman	worker
foreman	supervisor
salesman	salesperson
aviatrix	aviator, pilot
manpower	workforce
man-made	synthetic, manufactured
steward/stewardess	flight attendant
policeman/woman	police officer
woman carpenter	carpenter
poetess	poet

Guideline Application

Use gender free words instead of gender specific words to describe occupations or positions.

**Dictionary of Occupational Titles: Job Title Revisions to Eliminate Sex and Age Referent Language.* 1975, Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Omission through Language

Guideline: Use terms which include both males and females.

Problem: The word "man" in its original use carried the dual meaning of adult human or adult male. The use of the word "man" today has lost its all inclusive meaning so that people no longer consider it broad enough to be applied to human beings as a whole.

Example

Biased	*Fair*
man	people, persons
mankind	human beings, humanity
man-made	synthetic, manufactured
the common man	average person
manpower	work force, labor force
man-hours	staff hours, work time
right-hand man	assistant
man and technolory	people and technology
Anyone who wants to order graphic supplies should bring his money tomorrow.	Anyone who wants to purchase graphic supplies should bring their money tomorrow.

Note: The use of masculine pronouns, (he, his, him) to refer to an indefinite pronoun (everybody, everyone, anybody) also has the effect of excluding women. In all but strictly formal usage, plural pronouns (they, them, their) are acceptable substitutes for the masculine singular.*

Guideline Application

1. Use words and phrases which are inclusive of both sexes.
2. Plural pronouns are acceptable substitutes for the masculine singular.

*Guidelines for Nonsexist Use of Language in NCTE Publications, 1111 Kenyon Road, Urbana IL 61801, 1975.

Parallel Language

Guideline: Treat women and men in a parallel manner in all instances, including descriptions involving appearances, jobs, titles, and student and marital status.

Problems: Mature women are often referred to by terms that describe immature females. For example, "gal" or "girl" is used when the word "woman" is appropriate.

When both women and men are mentioned, men are

Parallel Language, continued

most often mentioned first in written or spoken communication.

Women are not referred to by name in the same way in which men are. When first, last, full names, or titles are used to refer to either a man or woman, the same should be used for the other also.

Example

Biased	*Fair*
There are few girls in teacher training for Technology Education.	There are few women in teacher training for Technology Education.
The men and women in technology education have a diversity of talents.	The women and men in technology education have a diversity of talents. (Alternate order of gender specific terms.)
There are ten men and four girls enrolled in my manufacturing class.	There are ten men and four women enrolled in my manufacturing class.
man and wife	husband and wife
Dean Smith and Miss Sanders.	Dean Smith and Dean Sanders.

Guideline Application

1. Editorial policies should require the use of inclusive terms for alternating gender referents.
2. Parallel language should be used when referring to or describing women and men.
3. Men and women should be referred to by name in the same style and manner.
4. Alternate the order of female and male words.
5. Use the words "woman", "female", or "women" for adult women in the same way as the words "man" or "male" are used for adult men.

Roles, Traits, and Appearance

Introduction

Both women and men should be portrayed as possessing a full range of aptitudes, skills, and emotional expressions. No job or hobby should be shown as reflecting on the masculinity or feminity of an individual. Children involved in school and recreational activities should be shown playing and working with all kinds of toys, materials and instructional aids. Boys should not be limited to using aggressive items or girls to passive items.

Emotional and Character Traits of Men and Boys

Guideline: Men and boys should be represented as enjoying a full range of emotional expression. They should be portrayed as having a wide range of characteristics and individual qualities.

Problem: Males are often described as having very limited characteristics. These qualities usually focus on physical or emotional strength and insensitivity to feelings. These kinds of descriptions limit mens' views of their own range of traits and confuse boys' perception of whom they might be as adults.

Emotional and Character Traits of Men and Boys, continued

Examples

Biased	*Fair*
Avoid the following stereotypes of males:	Portray males frequently as:
• rude	• working in noncompetitive settings, shopping, repairing a machine
• harsh	• teaching and playing with elementary children
• insensitive	• enjoying a sense of order, making things neat, cleaning things up
• crude	• assisting a person in charge of a classroom or activity
• macho	• working with detailed and fragile materials
• rough	
• unemotional	
• always in leadership positions	
• always physically and emotionally strong	
• always serious and rational	

Guideline Application

Avoid traditional stereotypes of males in order to provide a realistic and comprehensive view of their traits. Portray men and boys:

- cleaning the lab area
- working together in a noncompetitive activity
- teaching an elementary technology/industrial arts class
- creating a piece of fine craft work
- in a supportive or subordinate role in the classroom or on a project

Emotional and Character Traits of Women and Girls

Guideline: Women and girls should be represented as enjoying a full range of emotional expression. Particular characteristics or individual qualities should not be gender typed.

Problem: Women are often described by words that imply stereotyped images or characteristics. Many of these stereotyped references ridicule women's behavior. These kinds of references are detrimental to women and provide unnecessarily limited models for children as they learn about themselves.

Examples

Biased	*Fair*
Avoid the following stereotypes of females:	Portray females frequently as:
• domestic	• actively engaged in construction and repair—woodworking, building, welding, mechanical and electrical work
• easily defeated by simple problems	• with investigative and analytic attitudes, doing math problems
• mechanically inept	• as AIASA and AIACSA leaders, small group leaders, committee chairs
• fearful	• interested and participating in a variety of jobs and recreational activities
• passive	
• in support roles	
• weak, physically or emotionally	
• overly sensitive	
• nagging	
• detail oriented	

Guideline Application

Avoid traditional stereotypes of females so that a realistic, comprehensive view of their traits can be provided. Portray women and girls:

- using power tools, large machinery
- repairing cars, bicycles, machinery
- directing rather than taking direction
- making decisions for themselves
- in sports activities not traditional for females
- in leadership positions and roles
- in occupations not traditional for females

Home and Family Roles

Guideline: Adolescents and adults should be encouraged to discover the types of work that they may enjoy doing and be provided the means to obtain the necessary skills and background to achieve their goals related to that work.

Problem: It is assumed that females have the primary home and family responsibilities. Men are not advised to assess their work or hobby choices in relation to home

Home and Family Roles, continued

responsibilities. These assumptions result in limiting occupations, careers, and recreational choices for females. Statements about family relationships which are irrelevant to an occupation or recreation are often confusing.

Examples

Biased	*Fair*
Raising a family makes choosing a career which requires long work days difficult for women.	Raising a family makes choosing a career which requires long work days difficult for both men and women.
"Sally, you should consider whether or not you want a family before you commit yourself to a career in engineering."	"Sally, the advantages and disadvantages of a career in any field should be considered before making a final choice."

Guideline Application

1. Family considerations in choosing an occupation or recreational activity should be addressed to both sexes.
2. Adults and adolescents should be portrayed in various aspects of family activities and responsibilities; males doing traditionally female activities and visa versa. Roles in families should not be unnecessarily sex-typed.
3. References to a variety of family clusters should be made, such as one-parent families, extended families, and one-child families. The two parent, two-child family is no longer the norm in the United States.
4. If family considerations are discussed in relation to work, these should be addressed to both males and females.

Occupational Roles

Guideline #1: Sex fairness requires that all occupations be presented as possible options for both males and females.

Problem: Certain jobs are traditionally associated with women (health fields, office, consumer, homemaking) and others are traditionally associated with men (carpenters, architects, engineers). This continued stereotyping often leads to tracking of women and men into gender traditional fields of work.

Example

Biased	*Fair*
While he is working, a welder must follow strict safety rules.	While on the job, welders must follow strict safety rules.
The job of the home economist is interesting and of great value to women.	The job of home economist is interesting and of great value to many.
The responsibilities of the foreman are many, but there are great rewards in his work.	The responsibilities of the supervisor are many, but there are great rewards in the work.

Guideline Application

1. Represent men and women in a wide variety of professions and trades.
2. Represent occupations as being equally accessable for both females and males.
3. Advise adolescents and adults to choose careers, occupations, and recreational activities based on their interests and talents rather than on considerations related to their gender.

Guideline #2: Women and men should be portrayed as participating equally in the work force.

Problem: Women are often omitted or treated as subordinate to men in the workforce. When they are included as characters, they are often represented in a very narrow range of occupations which are considered "traditional" to them.

Example

Biased	*Fair*
manpower	workforce
coed (referring to a woman)	student
lady carpenter	carpenter
woman plumber	plumber
male nurse	nurse
Powder Puff Mechanics	Introduction to Mechanics
Carpenters must work long hours during the summer, often finding little time for their wives and children.	Carpenters must work long hours during the summer, often finding little time for their families.
Many men find architecture an interesting career.	Many men and women find architecture an interesting career.

Guideline Application

1. Portray men and women as participating equally in the workforce.
2. Do not add gender descriptive terms to occupational titles which are meant to be all inclusive of women and men.
3. Do not unnecessarily focus on the overrepresentation

Occupational Roles, continued

of one sex or another in an article or report unless that is the focus of the report.

4. Do not represent the skills or abilities required of a certain occupation as being characteristic of one sex over the other.

Physical Appearance

Guideline: Physical descriptions irrelevant to the performance of a task, job, or recreational activity should be omitted.

Problem: Certain physical characteristics are often assumed by society as being proper and appropriate for each sex. Many people do not fit these assumed patterns and suffer from the stigma of this stereotyping.

Frequently, females are described in terms of their physical appearance, while males are described in terms of their accomplishments. These narrow views of both men and women limit them from being recognized and appreciated for their full array of skills and talents.

Examples

Biased	*Fair*
John is an experienced computer scientist, and his wife, Mary, is an attractive brunette.	John is a handsome blond, and Mary is an attractive brunette. *OR* Mary is a successful engineer, and John is an experienced computer scientist.
Mr. Smith is unusually attractive for a physicist.	Avoid this type of statement.
Receptionists who make the most of their physical attributes will be successful on the job.	Good grooming is essential in any job; physical assets should not be over emphasized.

Guideline Application

If a physical criterion is relevant to a certain occupation or recreational activity, describe both females and males according to the same criterion using comparable terms.

Recreational Roles

Guidelines: People should be portrayed equally in a wide range of recreational interests and activities.

Problem: Certain recreational activities are often associated only with males or only with females. Men are shown as being interested in woodworking, car restoration, inventing, mechanical gadgets, or sports. Women are portrayed as enjoying drawing, painting, photography, and more passive sports.

This sex typing of interests strongly suggests that certain activities are more suited to one sex than the other.

Example

Biased	*Fair*
Different lists of activities for boys and girls are distributed in technology/industrial arts programs.	There should be no difference between the types of activities offered to girls or boys; they will choose the activities in which they have the most interest.
Written or audio-visual guidance materials which show recreational activities are often outdated and show segregation between male and female participants.	Written or audio-visual guidance materials which consider recreational activities should not perpetuate traditional sex division among female and male participants.
The woodworking class held a toy workshop and many of the boys' girlfriends came to help.	The woodworking class held a toy workshop and many of the students brought friends to help.

Guideline Application

1. Interest both girls and boys in all recreational activities related to technology education (industrial arts).
2. Provide experiences for both boys and girls in all recreationally related activities stemming from classroom work. Do not sex-segregate these activities.
3. Provide adult role models or support systems for students who are interested in recreational activities not traditional to their sex.
4. Make certain that recreational events related to technology (industrial arts) courses are publicized where both females and males will see them. This may mean outside the technology/industrial arts classroom.

Race-Fair Treatment of People

Language

Introduction

Language is an integral part of any culture. It reflects a society's attitudes and thinking about the groups which make up its whole. Whites, as a dominant group in most parts of the United States, are not subjected to the same abusive characterization by our language that people of other races receive.

The use of color-specific terms such as red, black, yellow, and brown to describe races of people are not widely acceptable. Afro-American, Asian American, Native American or American Indian, Hispanic American, and Euro-American are terms more acceptable and descriptive of each group's origin.

It is important for educators to recognize racism in language and to increase their awareness of it, as well as learning and using terminology that is positive and does not perpetuate negative human values.

Color Symbolism

Guideline: Be aware of possible negative implications of color symbolic words. Choose language and usage that do not offend people or reinforce bias.

Problem: As American English evolved, certain words which describe colors have become associated with undesirable or negative connotations. While some implications are less openly disparaging, others are very offensive to some people.

Examples

Words that have negative connotations to some people: black deed, black cat, black sheep, black eye, yellow coward, blackballed, black hearted, blackmail, blacklist,

Color Symbolism, continued

Indian giver, Chinaman's chance, white wash, niggardly, white lie, white livered, yellow-bellied.

Note: Although the terms with the prefix, white, have negative connotations, they do not reflect evil so much as they do weakness or cowardice.

Guideline Application

1. Color symbolism has powerful psychological impact. Do not use these kinds of words if the result will reinforce racist attitudes.
2. Use color descriptions to depict a positive concept, e.g. expensive black pears, elegant black lace, oil is black gold, brown is beautiful.

Current Preferred Terms for Racial Groups

Guideline: Use descriptive terms for racial groups that are currently acceptable to the majority of people in that group.

Problem: Many terms used in the past to describe racial groups are no longer currently acceptable.

Examples

Unacceptable	*Acceptable*
Negro, colored	Black, African American, Afro-American
Mexican (when including all Hispanic people)	Hispanic, Hispanic-American, Mexican American, Latino, Cuban, Puerto Rican, etc.
Indian	Native American, American Indian, Ojbwe, Cree, etc.
Oriental	Asian American, Korean, Vietnamese, Indochinese, etc.
nonwhite	men or women, or people of races other than white

Guideline Application

1. Check with knowledgeable authorities in your area to verify acceptable terms for racial groups in a particular state or region.
2. Use the currently preferred terms for the major racial groups in your area. In most areas, the following terms are acceptable: black, white, Hispanic, Native American, Asian American.
3. Check the use of the term Chicano in a particular area. Chicano is preferred by some Hispanics, while others regard it as an activist label, and are not comfortable with it.

Questionable Connotations

Guideline: Recognize questionable racial connotations in the American language, and avoid the use of this type of language.

Problem: Many words and phrases in the American language evolved from a dominantly white, Eurocentric culture. These commonly used words represent particular perspectives or frames of reference which often distort the understanding of readers or listeners. Many people assume that because a word or phrase is not personally offensive to them, it isn't, or shouldn't be, offensive to others.

Examples

The following examples have been identified as having offensive connotations by the Racism and Sexism Center, 1841 Broadway, New York, NY 10023.

1. *Terms:* culturally deprived, economically disadvantaged, underdeveloped.
   Issue: These phrases and other similar ones, may mislead one's awareness of the realities that exist for people from cultures and countries other than our own. In reality, people labeled with the above terms may be bilingual and bicultural.
   Guideline Application: Use alternative terms: e.g., culturally dispossessed, economically exploited, over exploited.

2. *Term:* nonwhite
   Issue: This term infers that the white race is the norm or standard for our culture.
   Guideline Application: Use the accepted names of the cultural/racial group to which you wish to refer, e.g. Asian Americans, blacks, Hispanics, Afro-Americans, Native Americans, etc.

3. *Term:* minority
   Issue: White people are in the majority in the United States. However, they are in the minority when one considers the racial make-up of the world population. Using the term "minority" to describe people of races other than white in the United Staes presents an unrealistic picture of the balnce of majority/minority people in the world. "Minority" will probably continue to be acceptable in the U.S., but one may wish to explore alternatives for this term.
   Guideline Application: Use the accepted names of the

Questionable Connotations, continued

culture/racial group to which you wish to refer, e.g. Hispanic, Native Americans, etc. The term "third world" people, although it has some political overtones, is gaining in popularity as a descriptor for people of races other than white.

4. *Terms:* militant vs. activist, liberal vs. radical, victory vs. massacre, nation of people vs. tribe of people, etc.

Issue: These terms and labels reveal cultural and societal biases stemming from one's background or racial group.

Guideline Application: Choose words which describe people or their behavior as objectively as possible. Avoid the inference of societal or cultural bias.

Reinforcing Qualifiers of Racial Stereotypes

Guideline: Avoid using qualifiers that reinforce racial stereotypes.

Note: Qualifiers are words inserted in statements which suggest an exception to the rule.

Problem: Words that would normally have positive connotations can have entirely different meanings when used in a racial context. In an effort to make a positive statement about a person or a group of people, the use of qualifiers serves to reinforce and stress racial stereotypes and biases rather than diminish them.

Example

The following examples reinforce racial stereotypes:

- Jose Hernandez is a steady, even-tempered worker. (Reinforces the stereotype of Mexicans as unpredictable, hot headed.)
- The project director is an articulate black teacher. (Reinforces the stereotype of blacks lacking verbal skills and intelligence.)
- Sally Chen is a dynamic, out-going class president. (Reinforces the stereotype of Asians being shy, non-assertive.)
- Shirley Chisholm, a black former congress woman . . . or
- Cesar Chavez, noted Chicano labor leader . . . (unnecessarily identifies the race of people.)

Guideline Application

1. Do not use racial identification unless it is essential to communication. Descriptions of individuals or groups of people should be relevant to the context of the statement, and not used to qualify a racial descriptor.
2. Test for the use of qualifiers by substituting the word *white* in place of *black, Hispanic,* or other terms describing the race of a person. Also, substitute an Anglo surname for a Hispanic or Asian one to test for qualifiers. If the substituted qualifying word proves to be irrelevant to the statement, drop the qualifier from the statement.

Representation in All Levels of Society

Guideline: Represent people of all races in all areas of activity and in all levels of society: e.g., urban, suburban, and rural. Recognize their contributions to society at all economic levels: e.g., lower, middle, and upper class.

Problem: Assumptions are often made that people of less dominant races are poor, and that they live primarily in densely-populated urban areas or in poor rural areas.

Examples

Biased
Recall how the following descriptive words and phrases stereotype the groups listed:

Anglo-Saxon: suburbanites, middle class, model people.

Asian: Chinatowns, model minorities, refugees.

Black: ghettos, inner city, welfare recipients.

Hispanic: barrios, large families, poor, migrant farm workers, illegal aliens, seasonal workers.

Native American: reservations, urban Indians, inner city.

Fair
Portray all people representative of all levels of society and the economy.
Examples: professionals, semi-professionals, skilled and unskilled, engineers, technicians, business, military, computer occupations, contractors, arts and graphic services.

Guideline Application

1. Describe or use examples of people of all races equally in rural settings, suburban areas, and urban areas.
2. Depict equal numbers of people of all races among the well-to-do, the middle and poor classes of people.

Stereotypic Words and Images

Guideline: Avoid words and images which imply that all or most of the members of a racial group are alike.

Problem: Stereotyping limits one's ability to fully know and appreciate individuals. Stereotypes may lead to assumptions about people that are offensive and cannot be supported. Writers who attempt to describe entire racial groups with a narrow range of characteristics give unfair impressions of the people who are members of these groups.

Examples

Biased

Review the following lists of words and recall how they stereotype the people of the racial group which they describe:

Anglo-Saxon: educated, industrious, clean-cut, proper, slender, fair, egotistical, selfish, rational, conservative, loud, biased.

Asian: smiling, reserved, short, delicate, passive, submissive, mystical, philosophical, expert in martial arts and technology, quick, sinister, sly.

Black: happy-go-lucky, tall, flashy, shuffling, rhythmic, blue-color, untrustworthy, dangerous, lazy, strong (women), irresponsible (men), poor.

Hispanic: boisterous, sleepy, hot-tempered, macho (men), voluptuous (women), menial, greasy, blue-collar, skilled in crafts, uneducated, religious, poor.

Native American: proud, silent, clannish, strong, tall, skilled in crafts, artistic, uncivilized, savage, warlike, alcoholic.

These stereotypic words may lead to faulty or inaccurate descriptions of people in various racial groups.

Fair

In order to present a race-fair attitude and portrayal of people of all races, use words which describe all people in positive, objective terms. Examples: creative, sensitive, bilingual, bicultural, artistic, hard-working, industrious, sociable, dependable, loyal, caring, affectionate, generous, expressive, etc.

Guideline Application

1. Review descriptive words used in written and spoken communication for implications of bias and stereotypes.
2. Replace biased and stereotypic words with words that have positive connotations for the person or group they describe.
3. If it is not relevant or appropriate, do not attach adjectives to describe people of any race.

Tokenism and Patronizing Attitudes

Guideline: Avoid language which patronizes racial groups or treats them in a condescending manner.

Problem: Tokenism and patronizing attitudes reinforce stereotypes and biases about people of all races. These kinds of statements and attitudes infer that they may be inferior to other groups.

Examples

Biased	*Fair*
"We're here to help you."	We're here to work together."
Language and pictures in advertising which depict only people other than whites as needy, sick, or poor.	Inclusion of whites as well as people of other races in printed materials which seek to advertise a service or provide information to people.
Special editions of newsletters, etc., which feature stories about members of specific racial groups.	Inclusion of information in publications about people of all races as a matter of course rather than as featured articles.
"You people" or "those people," can take advantage of this class.	This class can be advantageous to all people.

Guideline Application

1. Revise material which may imply a condescending attitude toward any racial group.
2. Include people of all races as part of the mainstream of people.

Roles, Traits and Appearances

Introduction

Verbal and visual images of racial groups can communicate definite attitudes about these groups within a culture or society. Certain negative roles, traits, or appearances which are consistently attributed to a particular race only serve to discredit the group as a whole and diminish the human dignity of the individuals within the group.

Groups of people other than the dominant group in a culture should be portrayed inclusively in a wide variety of life settings in written and visual materials. In educational materials, these settings should be designed to provide role models which encourage students to seek improved citizenship, upward mobility, and self-concept.

Home and Family Roles

Guideline: Present people of all races in a variety of situations with adults and adolescents in a variety of roles.

Problem: People of races other than white are often portrayed in certain types of family units. Family roles are often limited, or not portrayed at all. Faulty assumptions about the male and female roles in families of races other than white also convey an inaccurate picture of the majority of the people in these groups.

Examples

Biased	*Fair*
Asian: large families with male heads of households portrayed as autocratic and females who are passive.	Portray people of all races in a variety of family situations with different roles representative of all ages.
Black: large single-parent families with female heads of households on welfare; female adolescents who are pregnant.	
Hispanic: females portrayed as taking care of children and the house; male roles are macho-oriented.	
Native American: large families living in poverty.	

Guideline Application

1. People of all races should be portrayed in a variety of family clusters, such as nuclear families and extended families.
2. People of all races should be shown in various aspects of family activities and responsibilities.
3. People of all races should be shown as nurturing and caring of family members.

Occupational Roles

Guideline: Present people of all races equally in primary or leadership roles, and supportive or subordinate roles.

Problem: People of races other than white in the American culture have been stereotyped in menial or undesirable jobs. They also suffer from being depicted as unable to maintain steady employment.

Examples

Biased	*Fair*
Depicting people of races other than white only in common labor jobs or seasonal employment.	Depicting people of all races in a wide range of occupations with an equitable number shown in leadership roles, supervisory jobs, and professional areas.
Showing children of races other than white interested only in the trades.	Portraying children of all races aspiring to careers in all fields.

Guideline Application

1. Depict people of all races in a variety of jobs including engineers, technicians, teachers, business people, scientists, contractors, computer operators, etc.
2. Depict children of all races actively involved in exploring and learning about professional and business careers as well as occupations in the trades.
3. Revise written and visual materials so that less dominant racial groups in a culture are equally represented with the dominant group.

Physical Appearances

Guideline: Physical descriptions of people which are irrelevant to the performance of a task, job, or recreational activity should be omitted.

Problem: Certain physical characteristics are often assumed by society as being indicative of particular races of people. Many people within a particular race do not possess these assumed characteristics, and suffer from the stigma of this stereotyping. This type of stereotyping serves to perpetrate false concepts about the realities of people of all races.

Examples

Biased

Anglo-Saxon: tall, blond, blue-eyed, fair skin.

Asian: yellow-toned skin, slanted eyes, short bang hair style, small boned, short.

Black: very dark skin, broad nose, very curly hair, lanky build, burly.

Hispanic: muscular, short, overweight, mustaches (males), large bosoms (females), black hair.

Native American: long, straight hair, high cheek bones, poor complexion, heavy-set body.

Fair

People within every race should be portrayed as having a wide variety of skin color, face shapes and body sizes.

Guideline Application

1. Before including physical descriptions of people of any race in written materials or oral presentations, determine whether or not the description is relevant to the message.
2. If the description of physical appearance is relevant to a message, use words which are inclusive of all people involved regardless of race.

Recreational Roles

Guideline: Present people of all races equally in a wide range of recreational interests and activities.

Problem: Certain recreational activities are often associated with only a particular racial group. This situation assumes that other activities are of no interest to members of that racial group.

Examples

Biased

Asian: Shown as ping-pong players or martial arts experts.

Black: Depicted only as dancers or in sports such as football, boxing or basketball.

Hispanic: Shown enjoying hand crafts; women portrayed as traditional homemakers.

Native American: Shown as participating exclusively in pow-wows, national dancing or creating beadwork, jewelry, and pottery.

Fair

People of all races should be shown in a variety of recreational roles inclusive of sports and crafts.

There should be no difference between the types of activities and projects offered students of different racial groups.

Guideline Application

1. Interest people of all races in all recreational activities related to technology education (industrial arts).
2. Provide opportunities for students of all races to participate in recreational activities stemming from classroom work.
3. Make certain that recreational events related to technology/industrial arts courses are publicized where students of all races will see them. This may mean outside the technology/industrial arts classroom.

Traits

Guideline: People of all races should be represented as possessing a full range of emotional and intellectual expressions. Particular characteristics or qualities of an individual should not be attributed to all members of the race to which that person belongs.

Problem: Certain characteristics or qualities are often attributed to a particular race of people. Many times, these characteristics or qualities have negative connotations which serve to diminish the dignity and

Traits, continued

self-worth of all the people of a race. Continued use of these descriptions are detrimental to all the individuals of a race of people, and reinforce negative stereotypes and bias about the group as a whole.

Examples

Biased	*Fair*
Anglo-Saxon: egotistical, selfish, loud.	In order to represent a race-fair attitude and portrayal of people of all races, use words which describe people of all races in positive, objective terms.
Asian: accommodating, sinister, shy.	
Black: shiftless, lazy, irresponsible, threatening.	
Hispanic: macho, hot-tempered, uneducated, sneaky.	
Native American: savage, alcoholic, clannish.	

Note: See Race Equity, Stereotypic Words & Phrases

Guideline Application

1. If it is not relevant or appropriate, do not attach adjectives to describe people of any race.
2. Review descriptive words used in written and spoken communication for implications of bias and stereotypes.
3. Replace biased and stereotypic words with words that have positive connotations for the person or group they describe.

Equitable Treatment of Both Sexes and all Races in Audiovisuals and Graphics

Physical Appearance in Visuals

Introduction

If a picture is worth a thousand words, then it follows that an illustration can create an impression with lasting impact. Whether in print or audiovisual format, the picture may carry a nonverbal message about race or gender not intended by its creator. Sometimes these messages are communicated through an imbalanced presentation of males and females or racial groups in illustrations, or through omission or biased attitudes about what is considered by some to be acceptable behavior for these groups. If true equity is sought, a conscious effort must be made to present both sexes and all races in a fair and balanced way in audiovisual and graphic materials.

Female and Male Stereotypes

Guideline: Caricatures of men and women are often used to add humor and variety to written materials and classroom aids. However, avoid stereotyped belittlement of women and men in visuals such as cartoons, posters, or slides designed to inject humor into an audiovisual presentation.

Problem: Women are commonly portrayed as sex objects with big bosoms, full-rounded buttocks, wearing brief skirts or low cut tops. They are drawn to look like the cliche "dumb broad" or child-woman. Men are sometimes portrayed as short, dumpy, and inept. However, men are most often drawn as more serious, important, or attractive persons.

Female and Male Stereotypes, continued

Examples

Biased	*Fair*
Drawings of women's bodies which emphasize bosoms or buttocks and displayed in brief clothing.	Women's bodies portrayed in a variety of realistic proportions and clothes appropriately covering the body.
Drawings of both sexes which demean or belittle them as individuals.	Drawings of both sexes which respect their dignity as valued people.

Guideline Application

1. Present women and men as both serious beings and sexual beings in illustrations and graphics.
2. Illustrate women's and men's physical characteristics in a respectful, realistic way.
3. Draw men and women in clothing appropriate to the setting of the illustration.

Inconsistency and Omissions

Guideline: Both content and illustrations should refer to and include equal options for both sexes and people of all races.

Problem: Writers, publishers, and graphic artists may be at different levels of sensitivity to race and sex equity. When they work together on publications, these various levels of sensitivity may result in either the text or the graphics being biased.

Examples

Biased	*Fair*
Omission	
A picture which does not include females or people of less dominant races.	Use illustrations showing both sexes and members of all racial groups participating equally.
Inconsistency	
Males are included in the text but excluded in an illustration accompanying the text.	Use pictures and drawings which accurately illustrate the information in the text.

Guideline Application

1. Show both sexes and members of various racial groups in all illustrations.
2. Include females and people of all races in illustrations of groups making decisions and in leadership roles.
3. Show both sexes and people of all races in activities not traditional to their gender or racial group.

Numerical Balance of Both Sexes and All Races

Guideline: The numbers of females and males in visual materials should be balanced. A representative number of people of all races should appear in each illustration, photograph, or publication.

Note: In order to present a representative balance of all racial groups in visual materials, it is acceptable to use the racial population mix in your area or region as a guideline. However, to overcome bias and discrimination, it is recommended that all races be represented in visuals whether or not they are part of the population mix of a particular area or region.

Problem: Frequently, white males far outnumber females and people of less dominant races in visual materials. The white race is often the one predominantly represented with a member of another race added to indicate an attempt at equity.

Examples

Biased	*Fair*
An illustration or publication which predominantly features white males, while only an occasional female or person of a less dominant race is pictured.	Illustrations or publications which use equitable numbers of females and males and have a fair representation of people of less dominant races.

Guideline Application

1. Picture women as often as men in illustrations, photographs, and publications.
2. Picture a balanced number of people of all races in all illustrations, photographs, and publications.
3. When fictitious people are used in narratives, problems, examples, exercises, etc., include females as often as males.
4. Use names of fictitious people which tend to be associated with racial groups with balance throughout scripts.
5. When using names of fictitious people in visuals, use a balanced number of names which represent the racial groups in your area.

Note: If a balance cannot be achieved in each individual illustration, very careful planning should be exercised in order to achieve a balance of sexes and races through the *total* number of illustrations contained in a text or publication. Keep in mind that caucasians are a less dominant racial group in the global population.

Portraying Equity through Symbols

Guideline: Symbols representing females and males should be used equally in graphics and charts. Background figures should suggest a mixture of races and sexes. Avoid neuter drawings when it is obvious that both sexes and all races are involved in the information communicated through the chart or graphic.

Problem: The use of stereotyped stick figures which suggest a female, male, or member of a racial group, often results in biased graphics. Symbols using male or female profiles also present a sexist or racist view of certain occupations and recreational activities.

Examples

Biased	*Fair*
Drawings of male profiles wearing symbolic hats or traditionally male occupations: e.g., man wearing a firefighter's hat or man on a tractor.	Drawings of a machine or other objects to symbolize a career, occupation, or recreational activity.
Drawings of female profiles working with machines used in traditionally female occupations: e.g., woman at a typewriter, woman wearing a nurse's cap.	

Guideline Application

1. Use an equal number of stick figures which suggest female and male figures in charts and graphics.
2. Do not use genderless drawings in order to appear sex-fair or to avoid making a statement. The absence of gender representation leaves people with traditional mental images.
3. When representing career or recreational areas, eliminate sex or race bias by using drawings of objects connected with that area rather than profiles of people.

Racial Stereotypes

Guideline: People of all races should be depicted as true to life. Shades of brown or tan are more realistic than yellow, bronze, black, white, or pink. A variety of hair styles and body sizes should be used to depict all members of every race.

Problem: Exaggerated features, too much "sameness" or inadvertant caricatures are often used to depict people of various races. This kind of illustration creates and reinforces racial stereotypes.

Examples

Biased	*Fair*
Depicting blacks with same hair styles and hair texture and exaggerated facial features.	Show blacks with a variety of hair styles, features, and physical characteristics.
Featuring American Indians wearing a lot of jewelry or dressed only in traditional national costume.	Show American Indians wearing modern styles of clothing and having a variety of physical features.
Depicting Hispanic men as overweight, with moustaches, and wearing wide brimmed hats or ponchos.	Show Hispanics wearing modern styles of clothing and having a variety of physical features.
Depicting Asian Americans in illustrations with straight hair, bangs, slanted eyes, which result in look-alike Asian features.	Show Asian Americans with a realistic variety of bone sizes, eye shapes, skin tones, hair styles, and modern styles of clothing.

Guideline Application

1. Represent people of all races with many different skin tones and a variety of hair styles and textures.
2. Represent individuals of all races with a variety of body sizes and shapes.
3. Do not add shading to features of one racial group to suggest people of other racial groups who have different skin tones.
4. Present people of all races in clothing appropriate for activity which they are performing in the visual.

Roles in the Family

Guidelines: Both sexes and all races should appear in traditional and nontraditional family and social roles.

Problem: Assumptions that men are the primary money earners and women are the primary caretakers for children lead to stereotyped pictures of people in family groups. Stereotypic attitudes about family responsibilities in racial groups also result in depicting family life in these groups inaccurately.

Examples

Biased	*Fair*
Showing women and men exclusively in traditional roles: e.g., women caring for children or doing laundry, and men going to work outside the home or doing yard work.	Show men and women in a variety of family roles: e.g., men cooking, boys setting the table, women repairing a machine, girls mowing lawn.

Roles in the Family, continued

Reinforcing stereotypes of family roles among racial groups, e.g. black women performing the more dominant roles in the family.	Show members of any/all family groups performing a variety of realistic tasks.

Guideline Application

1. Show family members performing a variety of tasks within an illustration.
2. Depict female and male family members doing both traditional and nontraditional tasks.

Roles in Sports

Guideline: Portray both sexes and all races in a variety of recreational or sports activities.

Problem: Assumptions are made that certain sports and recreational activities are more appropriate for one sex than the other. Also, members of certain racial groups are associated most solely with particular sports. These assumptions limit peoples' views and expectations of themselves in being able to enjoy a number of recreational activities.

Example

Biased	*Fair*
Using illustrations which show females or males exclusively in a sport or recreational activity.	Showing both males and females enjoying a number of recreational activities or sports.
Limiting members of racial groups to a few recreational activities or sports, e.g. blacks playing basketball, Asian Americans playing Ping-Pong.	Picture members of racial groups enjoying a wide variety of recreational activities or sports.

Guideline Application

1. Use illustrations and pictures showing equal numbers of males and females enjoying a recreational activity.
2. Picture females and males enjoying an activity or sport which is nontraditional for their sex.
3. Portray people of all races participating in a variety of activities and sports

Roles in the Workplace

Guidelines: An equal distribution of races and sexes should be depicted in all career areas.

Problem: Certain experiences and careers are assumed by society to be acceptable for males and females. While children are often pictured doing activities that are nontraditional for their gender, only rarely do illustrations depict adults in non-traditional careers. People of less dominant races are also depicted in a limited number of career areas.

Examples

Biased	*Fair*
Using illustrations which depict males and females in traditional careers, e.g. men in construction or transportation careers, women in home-oriented roles.	Use pictures of both sexes and members of all racial groups in illustrations of people at work: e.g., women, men and people of all races in management careers and service jobs in construction, transportation, communication and manufacturing careers.

Guideline Application

1. Plan visuals and photographs so that a variety of racial groups and an equal number of females and males are depicted in all career areas and work roles.
2. Depict as many people in nontraditional careers and jobs as in traditional ones. This is an affirmative step in an effort to promote change needed to achieve equity.
3. It is acceptable to portray individuals in traditional roles if balance is maintained in showing men and women of all races in a variety of careers and occupations. The point is to feature a wide range of roles and experiences which all people can fill.

Equitable Use of Voice Narration

Guideline: Use both male and female voices equally in the narration of audio-visual materials.

Problem: In most cases, male voices are used to record the narrative portion of audiovisual materials. This practice reinforces the stereotype that males are the primary authority. Female voices are used only on occasion to make supportive comments or in connection with stereotyped roles, such as nurses or secretaries.

Examples

Biased	*Fair*
A male voice is used as a primary narrator with female voices used occasionally in a support or subordinate role.	The narration is equally divided between a female and male voice.
Male voices are the only ones used for narration.	Supportive and subordinate voices are equally divided between males and females.

Guideline Application

1. Use both male and female voices equally to narrate the major script of audiovisual materials.
2. Use female and male voices for support roles in scripts for audio-visual materials.
3. Use male and female voices to narrate information in roles not traditional for their gender.

Treatment of Dated Materials

Guideline: Avoid using audiovisuals which contain sex and/or race bias.

Problem: Because of either limited funds or resources from suppliers, it sometimes seems necessary to continue using audiovisuals which depict racist or sexist attitudes. However, these kinds of attitudes are no longer acceptable in technology/industrial arts education. The continued use of audiovisuals containing sex and race bias communicate a disregard and disrespect for females and people of less dominant races. Ignoring the racism and sexism in materials is passive acceptance of biased messages.

Examples

Biased	*Fair*
Audiovisuals which use pictures of women portrayed in a sexual manner: e.g., in brief clothing at the beach.	Audiovisuals which picture women in appropriate dress performing tasks which relate to the topic of the film.
Audiovisuals with a total absence of females and people of less dominant races.	Audiovisuals which present a reasonable balance of both sexes and all races.
Audiovisuals in which men describe the kinds of careers and jobs appropriate for women.	Audiovisuals in which women and men consider a variety of careers based upon talent and aptitude of individuals.
Audiovisuals in which people of less dominant races or females are in stereotypic careers or jobs.	Audiovisuals in which females and people of all races are portrayed in both authority and support positions.

Guideline Application

1. Actively work to replace biased audiovisuals with materials that are race-fair and sex-fair. Identify those materials which must be replaced and set goals and priorities for purchasing new ones.
2. If it is necessary to use audiovisuals which are biased or portray stereotyped views of people, point out the fact to the audience or class.
3. When using audiovisuals which contain elements of racism or sexism, explain to the audience that technology education/industrial arts does not support the bias or stereotyping, which may appear in the visual.

Comparison of Fair and Unfair Illustrations

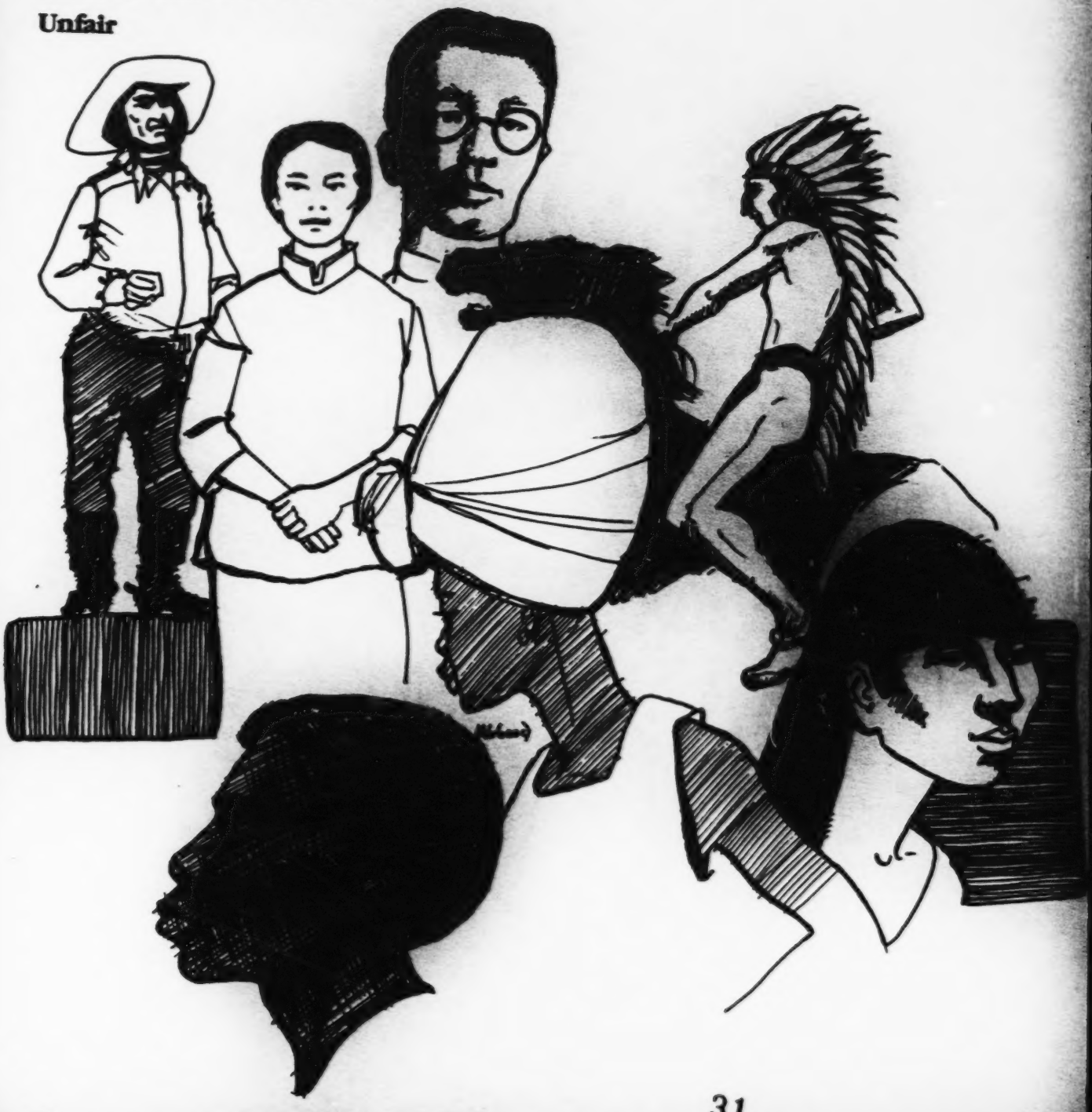
Occupational Stereotypes

Unfair

Fair

Racial Characteristics

Unfair



Fair

Checklists

Sex-Fair Language

	Yes	*No*
1. Are the pronouns she/he or him/her used whenever sex is unspecified?	☐	☐
2. Are antecedants used to apply to both sexes when general references are made to careers and occupations? (e.g. A computer programmer is a skilled person. He/she is requied to perform a number of tasks.)	☐	☐
3. Are universal male terms avoided when the career or occupation is meant to include both sexes? (e.g., draftsman vs. drafter, craneman vs. crane operator, craftsman vs. craftworker)	☐	☐
4. When referring to both sexes, are the female and male terms used alternatively throughout the text? (e.g. girls and boys, he/she)	☐	☐
5. Is unnecessary focus avoided on men and women who hold nontraditional jobs? (e.g. male nurse, woman doctor)	☐	☐
6. Are occupational titles avoided which use -man as the suffix? (e.g. chairman, businessman, salesman, and foreman)	☐	☐
7. Are parallel terms used in referring to females and males? (e.g. Dr. Jones and Ms. Smith v.s. Dr. Jones and the secretary, Nancy)	☐	☐
8. Are the words "women" and "female"replaced by demeaning synonyms like girls, fair sex, chicks, and ladies, (when not appropriate)	☐	☐

9. Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishments or titles? ☐ ☐

10. Are women consistantly presented as either dependent upon or subordinate to men? ☐ ☐

11. Do materials use sex-fair language and then slip into the use of the generic "he"? ☐ ☐

12. Are quotations, references, and supplemental study materials authored by women as well as men? ☐ ☐

Race-Fair Language

	Yes	*No*
1. Are currently acceptable terms used to describe racial groups in the region or area?	☐	☐
2. Do descriptive words for various racial groups reflect a positive, objective image of the people described?	☐	☐
3. Are irrelevant or inappropriate words used to describe people of various races?	☐	☐
4. Are people of all races portrayed equally as living in a variety of areas, including rural, urban, and suburban?	☐	☐
5. Are people of all races portrayed equally at a variety of economic levels, including wealthy, middle class, and poor?	☐	☐
6. Are color symbolic terms avoided, e.g. blackballed, yellow-bellied, white washed, used to describe people or actions?	☐	☐
7. When color descriptions are used, do they depict a positive concept of all people described?	☐	☐
8. Is the identification of racial groups avoided except in cases where it is essential for clear communication? (e.g. black senator, Hispanic engineer)	☐	☐
9. Are words which imply questionable racial connotations avoided in texts and materials? (e.g. minority, culturally deprived, nonwhite)	☐	☐
10. Is language which infers tokenism or a patronizing attitude toward various racial groups avoided in texts and materials?	☐	☐
11. Are words, images, and situations avoided which suggest that all or most members of a racial group are the same?	☐	☐
12. Are blacks, Asian Americans, American Indians, and Hispanics featured in articles or publications only when the communication has an affirmative action message?	☐	☐

Roles, Traits, and Appearances

	Yes	*No*
1. Are careers and occupations presented as appropriate to qualified persons of all races and either sex?	☐	☐
2. Are careers and occupations stereotyped by sex or race?	☐	☐
3. Are females and representatives of less dominant races depicted as managers, executives, or leaders in their career areas?	☐	☐
4. In two income families, are both incomes depicted as being equally important to the family's economic well-being?	☐	☐
5. Are family responsibilities and homemaking emphasized as primary considerations for females when choosing and maintaining a career?	☐	☐
6. Are either sex or any race portrayed as having race or sex-linked personality traits that influence their career or occupational choices?	☐	☐
7. Is the desire for upward mobility in a career or occupation expressed by females and persons of less dominant races as well as white males?	☐	☐
8. Is tokenism apparent by an occasional reference to people of less dominant races or females and males in nontraditional careers, while the greater proportion of instructional materials remain career or occupation stereotyped?	☐	☐
9. Are people of all races and both sexes shown in a variety of recreational roles, especially ones nontraditional to them?	☐	☐
10. Are students of both sexes and all races encouraged to seek positions of responsibility in AIASA and AIACSA?	☐	☐
11. Are both sexes and all races described in positive, objective terms?	☐	☐
12. Are all races and both sexes portrayed as having a wide variety of skin color, face shapes and body sizes?	☐	☐

Audiovisuals and Graphics

	Yes	No
1. Are female and male voices used equally to narrate audiovisual materials?	☐	☐
2. Do females and people of less dominant races appear as often as white males in films and illustrations?	☐	☐
3. Are both males and females represented as frequently in nontraditional roles as in traditional roles?	☐	☐
4. Are people of less dominant races and women frequently portrayed in leadership or authoritative roles?	☐	☐
5. When women appear in technology (industrial arts) audiovisuals or graphics, are they presented in dress appropriate to the educational point of the topic discussed?	☐	☐
6. Do women and people of less dominant races play an active, meaningful role pertinent to the educational point of the audiovisuals or graphics?	☐	☐
7. When appropriate, are illustrations balanced with females, males, and representatives of less dominant races?	☐	☐
8. Do photos and illustrations depict females in a variety of heights and sizes so as to avoid the stereotype of females being overshadowed by males?	☐	☐
9. Are male and female voices used in audiovisuals which deal with traditionally female careers and traditionally male careers?	☐	☐
10. Do colors of clothing reinforce female/male stereotyping? (e.g. pastel colors for women, bold or dark colors for men)	☐	☐
11. Is the language used in the audiovisual race-fair?	☐	☐
12. Is the language used in the audiovisual sex-fair?	☐	☐

Courseware

	Yes	No
1. Is software material written in sex-fair and race-fair language? Are directions written in neutral language?	☐	☐
2. Are program themes equally divided between traditional female and traditional male interests?	☐	☐
3. Do examples in programs use male and female names equally?	☐	☐
4. If more than one main character appears in the program action, are females and males represented equally?	☐	☐
5. Are people of less dominant racial groups depicted as main characters in the program?	☐	☐
6. Are males and females depicted in nontraditional as well as traditional roles?	☐	☐
7. Are racial groups or persons depicted at all levels of society and/or work?	☐	☐
8. Are females and people of less dominant racial groups depicted in leadership positions?	☐	☐
9. Are females, racial groups, and/or individuals depicted as problem solvers and decision makers?	☐	☐
10. Are experiences depicted in software materials based on cultures in addition to the dominant white culture?	☐	☐
11. Are the actions of the characters presented in a nonstereotypic manner?	☐	☐
12. If female, male, and racial characters are used, are they depicted equally?	☐	☐

Classroom Setting

	Yes	No
1. Are units of instruction flexible so that they can include both sexes and all races?	☐	☐
2. Are teaching materials and handouts free of race bias and sex bias?	☐	☐
3. Are teaching methods free of sex bias and race bias?	☐	☐
4. Are students of all races and both sexes actively encouraged to enroll?	☐	☐
5. Do teaching examples relate to both sexes and all races?	☐	☐
6. Are bulletin boards appropriate for students of all races and both sexes?	☐	☐
7. Are role models available for both sexes and all races?	☐	☐
8. Is non-verbal behavior free of race bias and sex bias?	☐	☐
9. Does instruction allow for differences in entry level knowledge and skills?	☐	☐
10. Do students have equal opportunities to do tasks?	☐	☐

11. Are students of all races and both sexes encouraged to belong to AIASA and AIACSA? ☐ ☐

12. Do counselors and other teachers view your program as suitable for all races and both males and females? ☐ ☐

Race-fair and Sex-fair Use of Biased Materials

	Yes	*No*
1. If a text uses masculine generic terms, is it pointed out to the students that both females and males can benefit from the advantages of acquiring experiences described in the instructional materials?	☐	☐
2. Is a discussion held with students to identify alternative nouns which denote careers and occupations? (e.g. salesman vs. salesperson; aviatrix vs. aviator or pilot)	☐	☐
3. Are inconsistencies pointed out in language and materials? (e.g. occasional use of she/he but more frequent use of he; sex-fair language but only one sex in accompanying visuals)	☐	☐
4. Is disparaging language pointed out which reflects racist or sexist attitudes? (e.g. a black day; the girls in the office; yellow coward; my better half)	☐	☐
5. Are students made aware of stereotypical career roles in texts and instructional materials? (e.g. white males depicted primarily in professional and authoritative roles, women and persons of less dominant races in subordinate roles)	☐	☐
6. Are instances pointed out where any reference to gender or race has been avoided in relation to careers, occupations, or life roles? (The absence of references to gender and race in relation to careers, occupations and life roles leaves students with traditional mental images.)	☐	☐
7. Is any evidence of tokenism in instructional materials pointed out to students? (e.g. only one person of a less dominant race in a group of the dominant race; an occasional nontraditional role portrayed by either a female or male)	☐	☐
8. Are personal traits which are race-linked or sex-linked pointed out to students? (e.g. females being dependent, passive; males being dominant, decisive; people of less dominant races possessing mediocre or less than desirable characteristics)	☐	☐
9. Are discussions held with students regarding the omission of females and people of less dominant races from careers and occupations traditionally associated with white males?	☐	☐
10. Are sexism and racism evident in any dated audiovisual pointed out to students? (The positive learning gained from a dated audiovisual should be discussed; the sexist and racist elements of the film should be pointed out.)	☐	☐

Glossary of Terms

Affirmative Action: An action program that is designed to assure equal opportunity for all persons, especially those of less dominant races in our culture.

Affirmative Behavior: Behavior which goes beyond being fair by attempting to overcome the past effects of bias and discrimination on the basis of sex, race, national origin, and/or handicap.

Biased Behavior: Behavior which treats people unequally or in a dissimilar manner because of race, sex, national origin, and/or handicap.

Bicultural: The ability to participate in and move between two, often very diverse, cultures with ease and respect.

Discrimination: The process of making a distinction in favor of, or against, a person or persons on the basis of race and/or sex rather than on individual merit.

Discriminatory Behavior: Behavior which is specifically prohibited by Civil Rights legislation.

Equal: All the same in value, number, degree, size, and rank.

Equity: Fairness and equal distribution of encouragement, opportunity, privileges, and rights to everyone.

Fair Behavior: Behavior which demonstrates equal treatment of people or which impacts similarly on people regardless of sex, race, national origin, and/or handicap.

Legislation:

a. ***Civil Rights Acts of 1866, 1870, and 1871, As Amended:*** Federal laws that provide blacks with rights, the same as those afforded whites, to enter into contractual agreements for real or personal property, to sue, and to give evidence; also prohibits any person (or persons) "from conspiring to deprive, either directly or indirectly" any person or class of persons from full protection of the laws, or

of equal privileges and immunities under those laws. Has been interpeted in the courts to include other less dominant racial groups. These laws were enacted to enforce the 13th and 14th amendments to the U.S. Constitution.

b. *Civil Rights Act of 1964:* Broad scoped Federal law that prohibits discrimination on the basis of race, color, religion, and national origin. Sex is included only in Title VII, which deals with employment. (See Title IV, Title VI, and Title VII.)

c. *Title IV (of the 1964 Civil Rights Act):* Provides for nondiscrimination in education on the basis of race, color, religion, and national origin.

d. *Title VI (of the 1964 Civil Rights Act):* Prohibits discrimination on the basis of race, color, religion, or national origin in the provision of benefits or services under federally assisted programs and activities including educational institutions. Employment is a factor under Title VI only where it is a primary objective of the Federal assistance.

e. *Title VII (of the 1964 Civil Rights Act):* Federal law prohibiting discrimination on the basis of race, sex, color, religion, and national origin. Federal financial assistance is not a factor.

f. *Title IX (of the Education Amendments of 1972, As Amended):* Federal law prohibits sex discrimination under any educational program or activity receiving Federal financial assistance. Covers both employees and students, as well as athletics, physical education, and counseling. Does not cover curriculum materials. Requires institutional self-evaluation and appointment of Title IX coordinators.

g. *Vocational Education Act of 1963 (VEA) As Revised by the Education Amendments of 1976 and 1984:* Contains specific provisions regarding sex discrimination, i.e., investigation of sex discrimination and stereotyping in all vocational educational programs assisted by the Act and progress made toward eliminating such sex bias. States must designate a staff member to assist the state boards of vocational education agencies in eliminating sex bias in programs. Similar to Title IX, except that curriculum materials *are* included in examining sex stereotyping.

Multilingual: The ability to think and speak in two or more languages.

Nontraditional Career or Occupation: Professional, technical, or skilled jobs in which a very small number of one sex are employed. A career or occupation which is not generally selected by one sex or the other.

Prejudice: Preconceived attitudes, thoughts, or feelings of dislike, fear, or hostility against an individual or a particular group of people.

Racial/Ethnic Backgrounds:

a. *American Indian or Alaskan Native:* A person having origins in any of the original peoples of North America who maintains cultural identification through tribal affiliation or community recognition.

b. *Asian or Pacific Islander:* A person having origins in any of the original peoples of East Asia, Southeast Asia, South Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

c. *Black, not of Hispanic origin:* A person having origins in any of the black racial groups of Africa.

d. *Hispanic:* A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

e. *White, not of Hispanic origin:* A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Racism: Any attitude or practice which results from thoughts or beliefs that place the members of any race into a category, or ascribes characteristics to any race that are consciously or unconsciously based on culturally induced race-related stereotypes.

Role Stereotyping: Attributing abilities, behaviors, interests, and values to individuals and/or groups of people based on their race or sex.

Sexism: Any attitude or practice that results from thoughts or beliefs that place the members of either sex into a category, or describes characteristics of either sex that are consciously or unconsciously based on culturally induced, sex-related characteristics.

Sexual Harassment: "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct when:

—the conduct has the purpose or effect of unreasonably interfering with an individual's learning or work performance, or creating an intimidating, hostile, or offensive learning or work environment;

—the conduct is continual or repeated verbal abuse of a sexual nature, including but not limited to, graphic commentaries about the victim's body, sexually suggestive objects or pictures in the learning environment or work place,and sexually degrading words used to describe the victim;

—submission to the conduct is either explicitly or implicitly a term or condition of an individual's academic grade or employment; and/or

—submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual."

(Adapted from Title VII, Civil Rights Act of 1964)

Stereotype: A set image or conception held by, or applied to, members of a certain group.

Pamphlets and Booklets

Brochures

Engineering: A Goal for Women
Guidance Department, Engineers' Council for Professional Development, 345 East 47th Street, New York, NY 10017; Sample free.

Booklets

I'm Madly in Love with Electricity and Other Comments by Women in Science and Engineering
Lawrence Hall of Science, University of California, Berkeley, CA 94720; $2.00.

Increasing the Participation of Women in Scientific Research
National Science Foundation, Public Information Office, Washington, DC 20550; Free.

Women Engineers
Engineers' Council for Professional Development, 345 E. 47th Street, New York, NY 10017; Sample free.

Physics in Your Future
Committee on Status of Women in Physics, American Physical Society, 335 E. 45th Street, New York, NY 10017; Single copies $1.00, Multiple copies $.70.

Space for Women
Smithsonian Observatory, Publications Department, 60 Garden Street, Cambridge, MA 01238; Sample copies free.

What's It Like to Be a Technician?
General Electric Company, Educational Communications, Fairfield, CT 06431; Free.

What's It Like to Work With Computers?
General Electric Company, Educational Communications, Fairfield, CT 06431; Free.

Women in Science and Technology: Careers for Today and Tomorrow
ACT Publications, P.O. Box 168, Iowa City, Iowa 52240; $1.50.

Pamphlets

Native Americans in Science and Mathematics
Karen Ehrlich, American Academy for the Advancement of Science, 1776 Massachusetts Ave., NW, Washington, DC 20036; $1.00.

Physics: A Career and You
American Institute of Physics, 335 E. 45th Street, New York, NY 10017; Sample copies free, Multiple copies $.40/each.

Programs to Combat Stereotyping in Career Choices
American Institute for Research, P.O. Box 113, Palo Alto, CA 94362; Free.

Programs in Science for Minority Students, 1960-1975
Karen Ehrlich, American Academy for the Advancement of Science, 1776 Massachusetts Ave., NW, Washington, DC 20036; Sample free.

Sex Stereotyping in Education
Education Development Center, 39 Chapel Street, Newton, MA 02160; Free.

Women in Physics
Committee on Status of Women in Physics, American Physical Society, 335 E. 45th Street, New York, NY 10017; Sample copies free, Multiple copies $.50.

Women in Science and Mathematics: A Bibliography
Karen Ehrlich, American Academy for the Advancement of Science, 1776 Massachusetts Avenue, NY, Washington, DC 20036; $1.00.

Roster

Women Scientists
National Science Teachers Association, 1742 Connecticut Ave., NW, Washington, DC 20009. Sample copies free.

Reprint

Women in Scientific Community
Dr. Marion Kilson, Bunting Institute, Radcliffe College, 10 Garden Street, Cambridge, MA; Free.

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